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ABSTRACT

The Colorado State Plan, a general framework within which local educational agencies may develop and implement a career education program, is presented. The first section of the document, outlining the State plan, contains an introduction, a policy statement, an overview of the plan, followed by discussion of the roles and organization of State agencies for career education, and of the career education concept, kindergarten through post-secondary levels. Described are the responsibilities of the Coordinating Councils (State and local), State Coordinator, and Intra-agency Coordinators (Colorado Department of Education, State Board for Community Colleges and Occupational Education, and Colorado Commission on Higher Education). An organizational chart shows the relationships between these agencies. Student needs and the experiences to be offered during the career awareness, exploration, preparation, and specialization phases of the career education continuum are discussed. The second section contains the specific goals and State agency staffing data for career education in Colorado. The names of the statewide Task Force members and the document are appended. (Author/MS)

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STATE PLAN

FOR

CAREER EDUCATION

Prepared by
State Agency Task Force
for
Career Education

Michael J. Grady, Jr., Chairman

May 1973

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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The State Plan for Career Education has been the result of a significant investment of time and effort by many people in the State of Colorado over the last six months. We want to pay particular acknowledgment to the 43 members of the Career Education Task Force who met on December 11-12, 1972, to provide direction for this state plan. The representatives to that task force are identified in the Appendix.

As much as possible, we tried to include the comments, not only of the initial task force, but also those of three Deans of Schools of Education in the state who agreed to meet with us on April 17, 1973.

We wish to acknowledge the efficient secretarial support provided by Mrs. Daisy Shelton, Miss Marcia Tomocik, Mrs. Dorothy Waxham, and Miss Debbie Cody, whose tireless and accurate efforts have produced a virtually errorless manuscript. The State Agency Task Force for Career Education assumes all responsibility for errors which may continue to be contained in the manuscript you are about to read.

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INTRODUCTION

A fundamental purpose of education is to prepare people to live a productive and rewarding life. Nearly 2.5 million students leave the formal public education system each year without adequate preparation for a field of endeavor which will lead to achievement of personal life goals.

If the consequences of the present system result in so many cases in inadequate preparation for a rewarding and fulfilling life, what alternative delivery systems can be provided? The necessity for new delivery systems confront society.

Educational alternatives must be developed, validated, and revised; and they must be used more realistically if we are to meet the needs and desires of students and serve the purposes of society.

Career education provides the promise that these problems can be overcome. Recognizing this, the State Board of Education, the State Board for Community Colleges and Occupational Education (SBCCOE), and the Colorado Commission on Higher Education (CCHE) have embraced the concept which, in effect, says Colorado is committed to career education. To make it work, however, will require the cooperative efforts of legislators; leaders from business, industry, the trades, and the professions; state and local educators; representatives from all levels of post-secondary education; the public; and, the most important person in the process--the student.

WHAT IS CAREER EDUCATION?

> Career Education is a continuous learning process that will assist all individuals in decision-making through integrated school and community activities. These decisions will be implemented through the process of career awareness, exploration, and preparation. These decisions will be pertinent to the life roles of the family, citizenship, leisure time, as well as work.

THE OVERVIEW FOR THE CAREER EDUCATION STATE PLAN FOR COLORADO

This State Plan is a unified document designed to provide consistent direction for the development of a coordinated career education effort in Colorado. It is designed to serve as a general framework within which local educational agencies (e.g., school districts, Boards of Cooperative Services [BOCS], community colleges, colleges and universities, and cooperative consortiums) may develop and implement a career education program which will most effectively meet the needs of their students and community. This plan should not be considered as a rigid set of procedures or operations which every agency must follow; rather, it should serve the educational agencies as a general guide. Locally, career education should be developed so as to:

1. most effectively serve student needs within the educational agency service area;
2. fully utilize all existing community resources;
3. fit in with local school organization and staffing pattern with a minimum of modification and restructuring; and
4. involve all other educational agencies in the areas in order to provide for full articulation of career education efforts.

The State Plan is divided into two major sections. The first section, in addition to the introduction you are now reading, contains the following major categories: The roles and organization of state agencies for Career Education; and the Career Education concept, grades kindergarten through post-secondary.

Part II of the State Plan for Career Education contains the specific goals and State Agency Staffing Data for Career Education, kindergarten through post-secondary.

Appendix A contains the names of the statewide Task Force members; and Appendix B contains the definitions used in the document.

The primary goal of this State Plan is to have the Career Education concept infuse all 181 school districts, all community colleges and area vocational service areas, and institutions of higher education by the end of fiscal year 1979.

POLICY STATEMENT

All Colorado public education agencies should assure that every person has the opportunity to develop:

a) competencies for living and earning a living; and

b) wholesome attitudes toward work and the worth of the worker.

In order to accomplish this, the goals and objectives of the State Plan for Career Education will provide that learners should:

a) be made aware of a large number of occupations and careers;

b) identify their own interests and aptitudes;

c) be involved in the exploration of selected occupations and careers;

d) acquire individually determined career competencies, including necessary skills and academic backgrounds; and

e) be provided with opportunities for placement as needed to achieve the next stage of their career plan.

The intent of this policy is that Colorado develop a comprehensive system of career education and career education services in all public education institutions by 1979.

The state public education agencies and all local education institutions will need, through cooperation and coordination, to use Colorado's total education system to effect Career Education. Without question, more than education is involved. There must be changes in the attitudes and expectations of government, business and industry, labor, educators, parents, students, and the general public.

PART I

THE STATE PLAN

I. Career Education Coordinating Council

A. State Council Organization

1. Membership

A Career Education Coordinating Council, comprised of twenty-five members who represent all levels of education, students, parents, senior citizens, business, industry, labor, and commerce on a state-wide basis, shall be appointed by the designated authority. It is recommended that twenty-one members be appointed by the Governor. Representation of the Colorado Advisory Council for Vocational Education, and the Colorado Education Accountability Committee should be included in the Governor's appointees. It is also recommended that two representatives be appointed, one from each party, by the Speaker of the House; and two senators be appointed, one from each party, by the Lt. Governor. In addition to the twenty-five members, the State Career Education Coordinator and the three Intra-agency Career Education Coordinators, as designated by the SBCCOE, the Colorado Department of Education (CDE), and the CCHE shall meet with the State Career Education Coordinating Council. Members will be appointed for a two-year term. A chairman, elected by the Council, shall be responsible for calling meetings at least semi-annually and organizing the agenda. A member may be designated to succeed himself by the appointing authority. If a member must terminate a position on the Council, a formal resignation shall be submitted to the chairman. Upon notification of the resignation, the chairman will advise the appointing authority of the need to appoint a new member to fill the vacancy on the Council who is representative of the same segment of the population.

2. Specific Charge

The Career Education Coordinating Council will serve in an advisory capacity to the SBCCOE, the CDE, and the CCHE. The following activities will be assumed by the Career Education Coordinating Council:

1) Adopting operational policies of the Council;

2) Reviewing and advising with respect to collecting, analyzing, and disseminating research data pertaining to Career Education; and,

3) Recommending guidelines and data pertaining to Career Education for joint approval.

Additional advisory tasks can be assumed by the Council upon approval of the state agencies as the development and implementation of Career Education in Colorado is expanded.

B. Local Council Organization

In order to have community involvement on the local level, it is recommended that each school district have a representative Career Education Coordinating Council to assume similar functions at the local level. The local coordinating council may be newly appointed by the local governing board, or may be a new representative sub-committee of an already existing committee, and function consistent with specific charge listed below. In those instances where Career Education is being administered by a BOCS or other educational agencies of local districts, that consortium should appoint one coordinating council of representatives of cooperating agencies and institutions.

1. Membership

The Council should be representative of education, students, parents, senior citizens, business, industry, labor, and commerce. It is recommended that one member from a local vocational advisory

committee and an educational accountability committee serve also
Coordinating Council. The number of members on the Council shoul
determined by the appointing authority based on the community, an
representative of the various segments of the population.

2. Specific Charge

The local Career Education Coordinating Council should ser
an advisory capacity to the local governing board and local admin
The local governing board will charge the Council with an advisor
function and should establish selection and reappointment procedu
length of members' terms, necessary officers, and other operation
policies.

II. State Coordinator for Career Education

The CDE, the SBCCOE, and the CCHE will jointly appoint and fun
State Coordinator with secretarial and operating expenses, effective
July 1, 1974, who in cooperation with these agencies, will oversee th
Career Education Program statewide. This coordinator will be under t
administrative supervision of one of the Executive Agency heads as de
mined by the Executive Board. This person's role will include servic
the state and local education agencies, and also involve meaningful
participation with components of business, industry, labor, and comme
throughout the state in the total Career Education Program. The Stat
Coordinator will also integrate all activities of the three Intra-age
Coordinators. He will also merge findings of the Educational Technol
Demonstration Project, as well as other Career Education projects spo
by federal, state, or local resources.

III. Intra-agency Career Education Coordinators

A. Colorado Department of Education (CDE)

A full-time professional staff member with secretarial and operational expenses will be designated by the CDE as the Intra-agency Career Education Coordinator, effective FY-1974, to work in cooperation with the SBCCOE and the CCHE. The Department will assume a leadership role in the development of guidelines for the implementation and evaluation of a career awareness component, primarily in grades K-6 throughout the state. It will jointly serve with SBCCOE in leadership of the exploration components, usually grades 7-10; and will, cooperatively with CCHE, provide full leadership toward academic preparation components at grades 11 and 12. The CDE, cooperatively with the SBCCOE and the CCHE, will assist local school districts, BOCS, other consortiums, and post-secondary institutions in a consultative role at all levels.

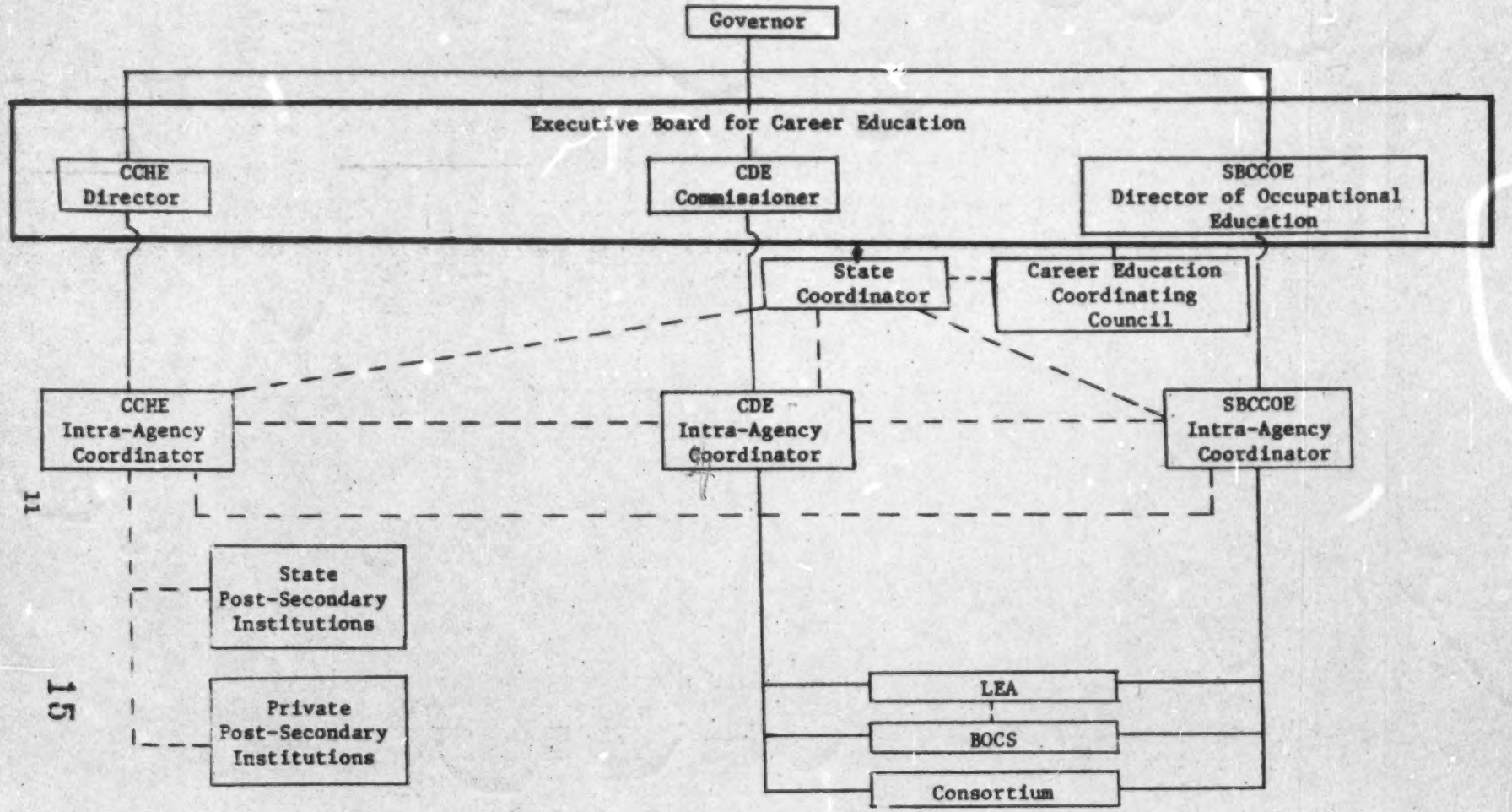
B. State Board for Community Colleges and Occupational Education (SBCCOE)

The SBCCOE will designate a full-time professional staff member as the Intra-agency Career Education Coordinator, with secretarial and operational expenses, effective FY-1974, to work in cooperation with the CDE and the CCHE. The SBCCOE will assume a joint leadership role with the CDE in the development of guidelines to implement and evaluate the exploration component, grades 7-10. Further, it will assume the leadership in the development of guidelines for implementation and evaluation of career skills preparation components at grades 11-12, as well as at the community/junior college and area school levels. The SBCCOE, cooperatively with the CDE and the CCHE,

will assist local school districts, BOCS, other consortiums, and post-secondary institutions in a consultative role at all levels.

C. Colorado Commission on Higher Education (CCHE)

In order to achieve a total comprehensive effort in Career Education, the CCHE will designate an Intra-agency Coordinator with secretarial and operating expenses, who will work in cooperation with the CDE and the SBCCOE. In accordance with ongoing efforts and activities in Career Education on the state level, the local school districts, BOCS, or other consortiums, the CCHE, based on staff and program needs, will assume a leadership role in encouraging development and implementation in the colleges and universities of non-degree, undergraduate, and graduate offerings to include Career Education for their preservice and inservice education students and teachers. Beyond this, the CCHE should encourage the development of a career education point of view within the entire post-secondary education system, appropriate emphasis being given to the lifelong nature of this learning process. The CCHE, in cooperation with the SBCCOE and the CDE, will serve in a consultative role at all levels in the areas of staff development, program implementation, and evaluation phases of the Career Education Program.



LEGEND

Direct Relationship

Administrative Supervision

Coordinating Relationship

STATE AGENCY ORGANIZATIONAL CHART

(See attached Narrative Summary)

DEVELOPMENTAL PHASES OF CAREER EDUCATION

I. Career Awareness (Elementary School Level)

In the earliest developmental phase of Career Education, the young child responds to self, home, family, and community--all within the immediate environment. The life experiences in the elementary years are very narrow but broaden through extended personal relationships and a wide variety of learning experiences within and outside the classroom. In contrast to the narrow life experiential base of the child when he enters school, the elementary school career awareness concept is very broad. A very young child may develop a positive self-image through, not only recognition, but identification of the parents as productive members of society. As the child's awareness of adult roles in the home and community is expanded, his own world begins to grow.

The elementary teacher is already doing many "good" things in the area of career awareness. Many teachers recognize and relate the child's familiarity with the immediate environment of home and family to classroom activities. As the teacher becomes skilled in utilizing community resources within and outside the classroom, in-depth career awareness results as it relates to the child's learning experiences in the real world. The basic skills of reading, math, and writing become even more important to the elementary child. Based on the student's interests, aptitudes, and abilities, the teacher integrates the curriculum and personalizes the educational approach to learning. Reading, spelling, or art, as they relate to real experiences, also become more exciting to the child. As a result of a field trip, a community resource person who is involved in classroom activities or an actual self-identification of student with a

productive adult member of society, the learning process within and outside the classroom takes on new dimensions. The elementary child actually develops some basic choice-making skills as he sorts out the important from the meaningless experiences.

A commitment to the career awareness concept at the elementary level enables the teacher to "open the doors" of the classroom. It provides the skills needed to facilitate meaningful hands-on learning experiences, to personalize the instructional approach through extensive use of instructional media, and to assist the child in becoming aware of the real world as it relates to the four life roles of family, citizenship, leisure, as well as work.

II. Exploration (Middle School Years)

Subject matter classroom teachers should provide students with opportunities for introduction to, and exploration of, career fields as they relate to subject matter areas. As students progress through the middle school years and begin to make decisions which narrow their career choices, individually charted experiences should be made available to enable them to sharpen their knowledges and further their interest in, and awareness of, career opportunities. Groups of similarly motivated students may visit occupations sites to observe the workers, their interrelatedness with other kinds of workers, the tools they use, the product or service produced, and to have the opportunity to discuss career implications with the workers.

This developmental phase is probably more crucial than either the awareness of preparation phases. Students tend not to be in the same groupings at all times; yet each group, whether it be subject matter area,

group guidance and exploration, or an individual counseling component, should require coordination in order to allow each individual to have the maximum exploration experiences. The middle school curriculum should make provision to: (1) give students some hands-on experiences with the levels and kinds of work performed in a broad range of industry and occupations for which special skills are required; (2) inform them of requirements and qualifications for particular careers; (3) acquaint them with the significance of changing and evolving technologies; (4) instill in them a deeper understanding and appreciation for the dignity of work; (5) assist them in making informed and meaningful career selections; and (6) assist them in understanding the changing patterns in occupational life styles and career choices.

Other experiences must be designed to provide the transition between the awareness and preparation phases. Students need to have the opportunity to select and explore a career cluster for the purpose of assessing their performance, aptitudes and interests, and as a means of making the decision for their next step in the Career Education process.

III. Preparation and Specialization (High School and Post-secondary Levels)

A. High School Level

Experiences at this level are dependent upon decisions the student has made and the course of action he has chosen to follow. The local school program must be flexible if it is to respond to the individual needs of the student who does not fit the above pattern. Two examples of such a student are: (1) the student who elects to leave school prior to formal graduation--provisions should be made to allow this student to prepare and/or specialize prior to withdrawal

from school in order that he might have acquired an entry-level skill; and, (2) the student, who through additional exploration and preparation processes, decides to change his career goal at the high school level--this decision might necessitate the student's participation in exploration or preparation activities at grade 12, and preparation or specialization would not begin until later in the student's educational experiences.

Those who have chosen occupational training should enroll in the appropriate program at the local high school, the area vocational school, or on a cooperative arrangement with a nearby high school which offers the program. In some instances, local education agencies (LEA's) may arrange for some type of cooperative on-the-job training.

Those students who have chosen to prepare for a career goal requiring entrance into a two or four-year institution of higher education should have the opportunity to enroll in appropriate academic and entry-level preparation programs in order to progress toward their goal. Provisions should be made at the high school level to meet the specific and highly individualized needs of the student mentioned above.

Teachers should be aware of the goals of each individual student, provide experiences which assist the student in further refining his decision-making skills, and recommend personalized experiences either at school or through community resources which help the student reach his goal.

Counselors should be an integral part of the total career preparation and specialization process. A cooperative team effort between the teacher and counselor is necessary during all phases of the

program in order to meet individual student needs. Counselors should be prepared to provide specific assistance or inservice training for teachers so that they are knowledgeable and capable of employing continuous guidance techniques on a day-to-day classroom basis. Group guidance sessions, as well as specialized individual counseling are also important components of the counselor's role in the Career Education process.

When the student completes or leaves his formal high school program, the school should provide all available assistance in placing the individual on the job or in a continuing education program. It is recommended that local districts follow up each terminating student on a periodic basis. These followup results should be used to improve and update existing educational programs to more effectively meet student needs.

B. Community/Junior College and Area Vocational Schools

In implementing career education, the community college, junior college, or area vocational school will continue career entry-level preparation through continuing education and community service programs. Such institutions should assist students to attain individually-determined career competencies necessary for this level of education, and should help such students move into their next level of placement. Some students will use this level for further exploration and/or preparation.* The institution should provide adequate counseling services for all students.

C. Colleges and Universities

Colleges and universities should assist students to clarify and attain their professional level competencies and provide assistance

through career counseling and placement services in order that the individual may meet his career goal.

D. Adult and Continuing Education

Adult and continuing education should provide at available facilities, the opportunities for adults and out-of-school youth to benefit from instruction necessary to prepare them for employment, upgrading, or retraining in their chosen career field. These programs should also provide opportunities for student re-entry into additional career exploration and preparation, as well as learning experiences that will help the individual deal more effectively with his four life roles of family, citizenship, leisure, as well as work.

In all instances, and at all levels, appropriate emphasis should be given to the ongoing nature of the Career Education process with each institution committed to the provision of all available assistance to the individual involved in the process, as well as re-entry into the system at all levels of student competency.

PART II

SUB-GOALS

and

STATE AGENCY STAFFING DATA

Sub-Goals for Career Education in Colorado

In addition to the goal statement contained on page 2 of the Plan, the following sub-goals obtain:

1. All Colorado teachers will incorporate the career implications for subject content which students learn in classes.

2. All Colorado educators will understand that the ultimate success of the career education effort is dependent upon giving Colorado citizens continuous access to appropriate opportunities to update the skills needed for their chosen careers.

3. All Colorado students will be sequenced into the next phase in their career development through the wide use of the placement activities and services.

4. Each Colorado student will be afforded a wide range of vocational work training and/or courses as well as academic course options in his career educational program.

5. Every Colorado student will be allowed entry and re-entry into Career Education courses and programs consistent with the student's career choices.

STATE AGENCY STAFFING DOCUMENT FOR CAREER EDUCATION

YEAR / STATE	FY-1973		FY-1974	
	FTE	COST	FTE	COST
CCHE:				
Professional Staff	-	-	.5	12,000
Support Staff	-	-	.5	3,500
Total	0	0	1.0	15,500
CDE:				
Professional Staff	-	-	1.0	22,000
Support Staff	-	-	.5	3,000
Total	0	0	1.5	25,000
SBCCOE:				
Professional Staff	.5	13,000	1.0	26,000
Support Staff	.5	3,200	1.0	7,000
Total	1.0	16,200	2.0	33,000

CAREER EDUCATION TASK FORCE

A task force was assembled on December 11-12, 1972, to give direction toward a state plan for career education. Composition of the task force was representative of all levels of education as well as business, industry, labor, and community interests. The total work, culminating in a first draft, was greatly enhanced by the input from several knowledgeable members who also represented minority viewpoints.

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DEFINITIONS

A. Career Education

Career Education is a continuous educational process that will assist all individuals in decision-making through integrated school and community activities. These decisions will be implemented through the process of career awareness, exploration, preparation, and specialization. These decisions will be pertinent to the four life roles of the family, citizenship, leisure time, and work.

B. Self-Awareness

Self-awareness represents that time in a child's growth and development when he perceives himself as an individual having needs, wants, attributes, and failings. Usually this stage of time occurs between early childhood and pre-adolescence.

C. Awareness

The initial exposure which a young primary or elementary child has to his immediate home, school, and community constitutes the career awareness stage. Illustrations at this level should be limited to the child's core of experience and based on his needs and interests.

D. Exploration

The middle school student, grades seven through nine, after having received an introduction through a career awareness phase, is in a position to select one of several occupational clusters based on his needs and interests.

E. Preparation

During this phase, the secondary school or adult learner has an opportunity to pursue those academic, vocational, or occupational courses which will best allow them the necessary preparation to enter the career of their choice. The student, having experienced the career awareness and exploration processes in the earlier years, should be in a position to decide what he wants to do with his life.

F. Specialization

That portion of occupational or professional education that prepares an individual with in-depth training or education to function successfully in a specific occupation or profession.

G. Hands-on-Experience

The exploration of "real" life situations through actual or simulated contact experiences.

H. Decision-making Skills

Those cognitive and affective abilities which relate to the conception of tenative solutions for a given situation that satisfy one's needs.

I. Placement

Career placement involves several important segments of the total program. (1) As the student progresses through the educational system, he is assisted in making his career decisions by well-trained counselors. (2) The adult learner also has the opportunity to re-enter the career education program in order to change or improve his occupational productivity in life. (3) It is essential that those involved in career placement, who are assisting students and adult learners in making career choices, be aware of the projected statistics from the Department of Labor as to the future employment market as well as the realistic job opportunities within their own immediate environment.

J. Community Involvement

The utilization of all the available human resources of the community in the areas of needs assessment, instructional resource support and advisory boards.